DOCUMENT RESUME

ED 115 006 EC 080 366

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TITLE JESSE of Marion County: Job Employability Skills for Special Education: "A Tenderfoot-Tryout for Teachers in Secondary EMR."
INSTITUTION Marion County Board of Public Instruction, Ocala, Fla.
NOTE 36p.

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS Demonstration Projects; *Educable Mentally Handicapped; Exceptional Child Education; Industrial Arts; Instructional Materials; Mentally Handicapped; *Secondary Education; *Special Education; *Teaching Guides; *Vocational Education
IDENTIFIERS JESSE; *Job Employability Skills for Special Education

ABSTRACT

Instructions for students and teachers in secondary educable mentally retarded programs are presented for building learning shelves as part of the JESSE (Job Employability Skills for Special Education) project. Outlined are workshop objectives, equipment and materials needed, and areas of evaluation. Forms are provided which include an evaluation sheet of employment skills. Detailed diagrams are given for shelf construction. Listed are information on printed and audiovisual educational materials, related vocabulary words, and curriculum skills correlated with project tasks. (SB)

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JESSE

of
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JOB Employability Skills for Special Education

EC 080 366

A Joint Project of the
Marion County School Board's:
Exceptional Child Program
Career Education Center
FLRS/SPRINGS

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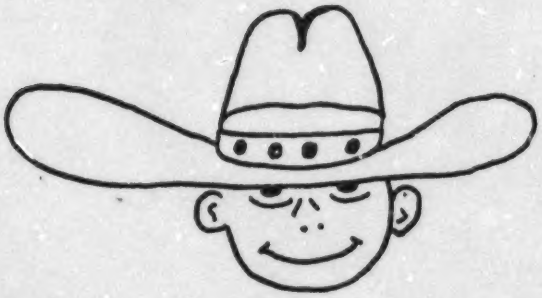

JESSE

JESSE is a three-footed tenderfoot from Marion County, Florida.

Through the efforts made by the Career Education Center, the Exceptional Child Program, and the FLRS/SPRINGS Associate Center, all of Marion County, JESSE was created for the purpose of establishing a competency based program in employment skills for secondary special education classes.

It is hoped that you will remember that JESSE is a tenderfoot and will add to his development and growth and share his learning activities with others.

HAVE FUN!

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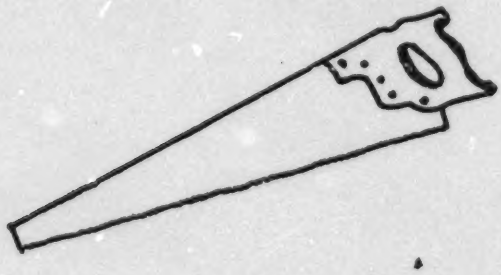
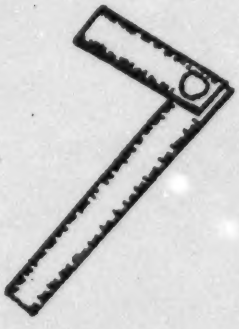




JESSE

Job Employability Skills For Special Education

"A Tenderfoot-Tryout For Teachers in Secondary EMR"

Learning-Shelves for Fun & Profit

OBJECTIVES:

1. Participants will be able to select and name tools by completing a project.
2. Participants will be able to develop other projects from this sample work plan.
3. Participants will be able to demonstrate proper use of equipment by successfully completing a project.
4. Participants will demonstrate knowledge of safety factors by proper use of equipment while building a project.

EQUIPMENT AND MATERIALS NEEDED:

1. Pencil
2. Steel measuring tape
3. Safety goggles
4. Crosscut hand saw (sabre saw and jigsaw are optional)
5. Hammer
6. Try-square
7. Lumber - one 10' piece 1X12; one 16' piece 1X12
8. 4X4' sheet of plywood
9. Nails - twenty-four 6D common nails; twenty 3D common nails
10. Sandpaper, fine to medium grade
11. Paint or stain and brush

EVALUATION:

1. Completion of one project
2. Consultant's observations
3. Pre-Test and Post-Test
4. Workshop evaluation

Time to complete Jesse Workshop is approximately 6 hours.
Your local vocational department can provide you with technical assistance.

STUDENT SELF EVALUATION

SKILL	ALWAYS	MOST OF THE TIME	SOMETIMES	NOT AT ALL
I can use a ruler for measuring				
I can use fractions in measuring				
I know all vocabulary words				
I can explain all vocabulary words				
I can say the Safety Rules				
I follow the Safety Rules				
I follow written directions				
I follow oral directions				
I can evaluate my work as an employer might				
I help my fellow workers				
I know most geometric shapes				
I complete assigned task				
I am trustworthy				
I know when I need help				
I accept responsibility if I make a mistake				

	ALWAYS	MOST OF THE TIME	SOMETIMES	NOT AT ALL
I use employable conduct				
I am on time				
I respect authority				

EVALUATION OF EMPLOYABILITY SKILLS

SKILL / NAME									
Student follows written directions									
Student follows oral directions									
Student listens attentively									
Student is in right place at right time									
Student completes assigned task									
Student adequately evaluates his work									
Student accepts constructive criticism									
Student profits from constructive criticism									
Student is trustworthy									
Student recognizes when help is needed									
Student accepts responsibility for his mistakes									
Student maintains employable conduct									
Student respects dignity of work									
Student can budget time									
Student is punctual									

Student can adapt to new situations									
Student helps fellow workers									
Student is aware of safety									
Student conducts himself in a safe manner									
Student respects authority									

EVALUATION OF PROJECT GOALS

GOAL	DEGREE TO WHICH GOAL WAS MET					
	NONE					GREAT IMPROVEMENT
	1	2	3	4	5	
Student will develop an understanding of measurement						
Student will develop an understanding of fractions						
Student will develop ability to recognize geometric shapes						
Student will improve in basic math skills						
Student will learn to spell essential new words						
Student will develop a working knowledge of the new vocabulary						
Student will develop his communication skills						
Student will develop safe habits when working with: (1) Tools						
(2) Finishes						
Student will use safety goggles when necessary						

	1	2	3	4	5
Student will develop a concern for the safety of others					
Student will develop an understanding of profit					
Student will develop an understanding of specialization of labor					

TEACHER CONSTRUCTION STEPS FOR BOOK SHELF UNIT

1.	Layout and Cutting of sides	1.1 Measure one piece of 1 x 12 lumber (actual size 3/4" x 11½"), 54" in length.
		1.2 Mark cut-off lines (with pencil) using a try-square to keep corners square. Extend the line with a steel rule.
		1.3 Check location of line on board to insure proper length.
		1.4 Using a crosscut handsaw (reciprocating electric sabre saw optional) cut piece to proper length along cut-off line.
		1.5 Check length of piece again to insure proper size.
		1.6 Repeat steps 1.1 - 1.5 to product the second side piece (two side pieces (A) required).
2.	Layout and Cutting of shelves	2.1 Measure one piece of 1 x 12 lumber to 46½" in length.
		2.2 Mark cut-off lines (with pencil) using a try-square to keep corners square. Extend the lines with a steel rule.
		2.3 Check location line on board to insure proper length.
		2.4 Using a crosscut handsaw (reciprocating electric jigsaw optional) cut pieces to proper length.
		2.5 Check length of piece again to insure proper size.
		2.6 Repeat steps 2.1 - 2.5 and produce three more shelf pieces (four shelf pieces (B) required).
3.	Layout and Cutting of back	3.1 Measure one piece of 48" (4 foot) wide plywood or panelling to 48" in length.
		3.2 Mark cut-off line(s) (with pencil) using a try-square, to keep corners square. Extend the line with a steel rule.
		3.3 Check location of cut-off line to insure proper length, and width (48" x 48").
		3.4 Using a crosscut handsaw (reciprocating electric jigsaw optional cut piece to proper size.
		3.5 Check size of piece again to insure proper size.
4.	Layout of Assembly Lines for side pieces	4.1 On one side piece (A) measure-in 3" from one end and make a mark with pencil. Label this mark "a".
		4.2 Measure 33/4" from the same end and make a mark with pencil. Label this mark "b".

4.3 With both pencil marks 3/4" apart, use a try square and mark two lines parallel to the end of the board. These lines will be perpendicular to the edge of the board. Extend the lines with a steel rule.

4.4 Repeat steps 4.1 - 4.3 on the other end of the board.

4.5 Measure in 15½" toward the center of the board from line "b" (either end) and make a mark (label this mark "c"),

4.6 Draw a line perpendicular to the edge of the board through point "c" using a try square.

4.7 Repeat steps 4.5, 4.6 on other end of the board.

4.8 Repeat steps 4.1 - 4.7 on second side piece.

5. Assembly of Shelves and sides

5.1 With one side piece on the floor, carefully drive three 6d nails, positioned halfway between lines "a" and "b" (at one end of the board), just far enough through the board so that a 1/16 of an inch (approximately) of the nail protrudes.

5.2 Repeat step 5.1 on the other end of the side piece.

5.3 Carefully drive three nails on each line "c" on the side piece. Again, nails should only slightly protrude.

5.4 Repeat steps 5.1 - 5.3 on the second side piece.

5.5 With the assistance of a second person, lay one side piece and one shelf on edge. Line-up the shelf with the nails on line "c" so that the nails, when hammered, will enter the middle of the shelf board.

5.6 Have your "helper" firmly hold the shelf in place while you nail the side piece to the shelf.

5.7 Repeat steps 5.5 - 5.6 on the remaining three shelves. No particular order is necessary, but it is suggested that the center shelves be assembled to the side piece first.

5.8 Repeat steps 5.4 - 5.7 with the remaining side piece.

6. Rounding of sharp edges

6.1 With abrasive paper slightly round-off the edges of the side pieces and shelves to remove the sharp, sliver-like edges.

7. Finishing the side-shelf sub-unit

(If using panelling, this procedure should be step 7. If using plain, unfinished plywood this procedure should be performed after step 8)

7.1 Select a finishing location which has adequate ventilation, little walking traffic, and little dust.

7.2 Cover floor with several layers of newspaper.

7.3 Place side-shelf sub-unit on its back on the newspaper.

7.4 Finish the sub-unit according to directions outlined on the container of finish.

7.5 Allow finish to dry undisturbed.

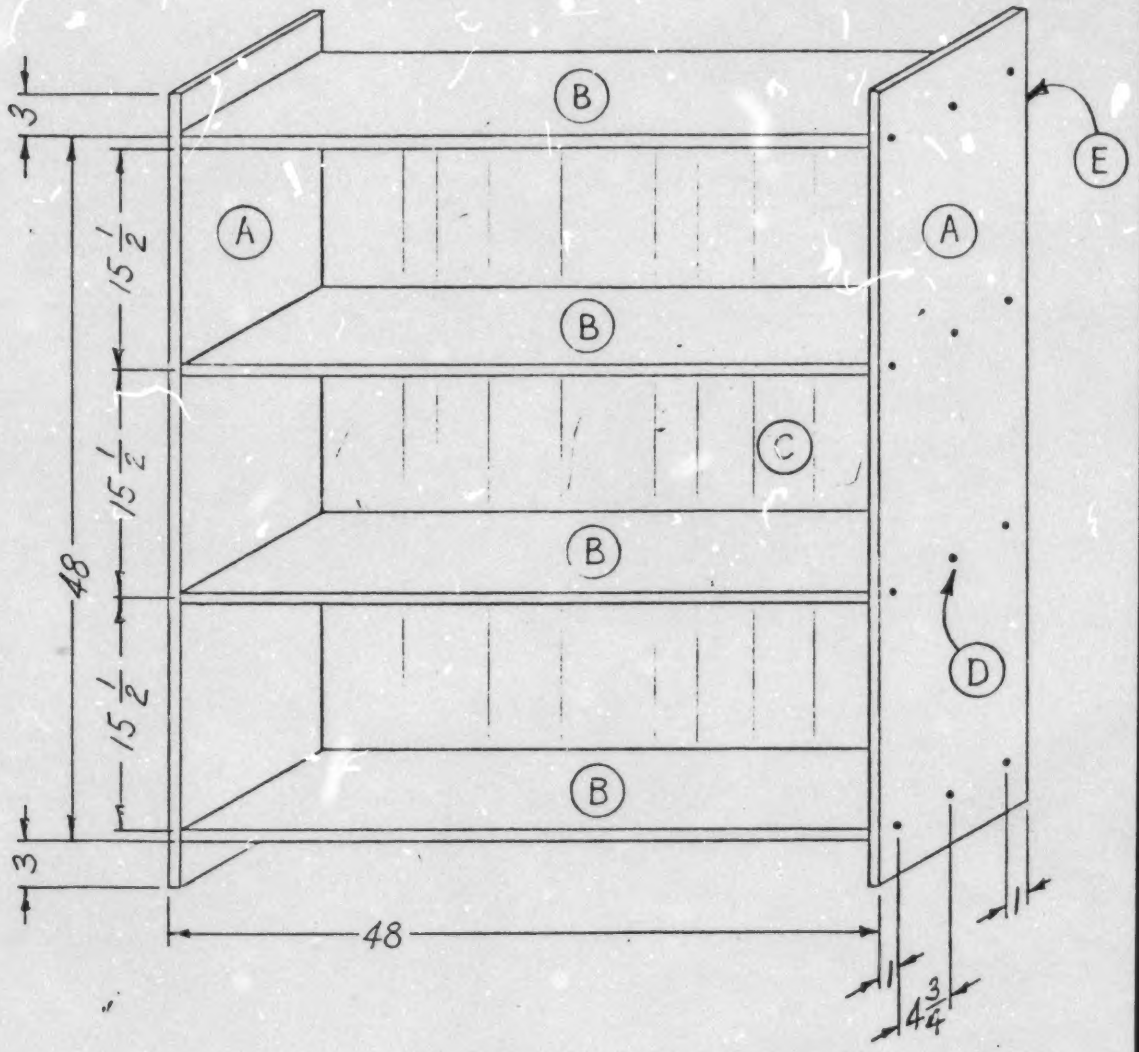
8. Attaching back to side-shelf sub-unit

8.1 After side-shelf sub-unit is fully dry, place sub-unit face down on floor.

8.2 Place back on sub-unit with decorative side of panelling face down toward front of book shelf.

8.3 Check back to determine its fit on the sub-unit. If the sub-unit is not square then carefully bend the sub-unit so it matches the back piece.

8.4 Carefully nail the back piece to the sub-unit using 3d common nails. Make sure that the nails will enter the center of the boards. Make sure that the back is properly positioned on the sub-unit before completing the nailing.



BOOK SHELF UNIT

PART NAME	PART NO.	QUAN.	SIZE	DESCRIPTION
SIDE	A	2	54	1 × 12 SHELVING LUMBER
SHELF	B	4	$46\frac{1}{2}$	1 × 12 SHELVING LUMBER
BACK	C	1	48 × 48	$\frac{3}{16}$ TO $\frac{1}{4}$ PLYWOOD, PANELING
—	D	24	—	6 d COMMON NAILS
—	E	20	—	3 d COMMON NAILS

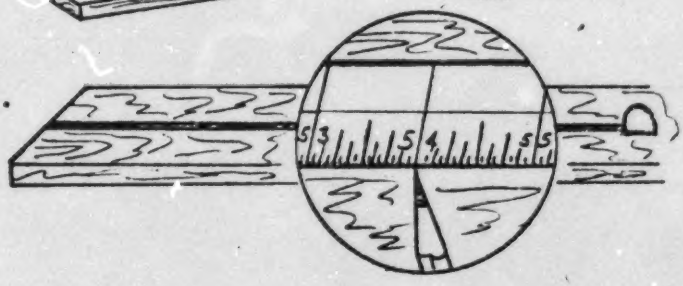
LEARNING - SHELF STUDENT INSTRUCTIONS

MODULE 1

Layout and Cutting of Sides

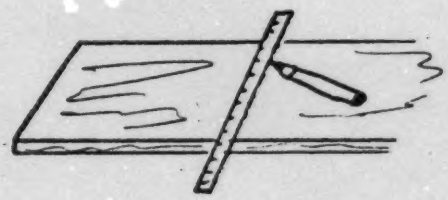
Step #

1.1 Measure one piece of 1 × 12 lumber to 54" in length.

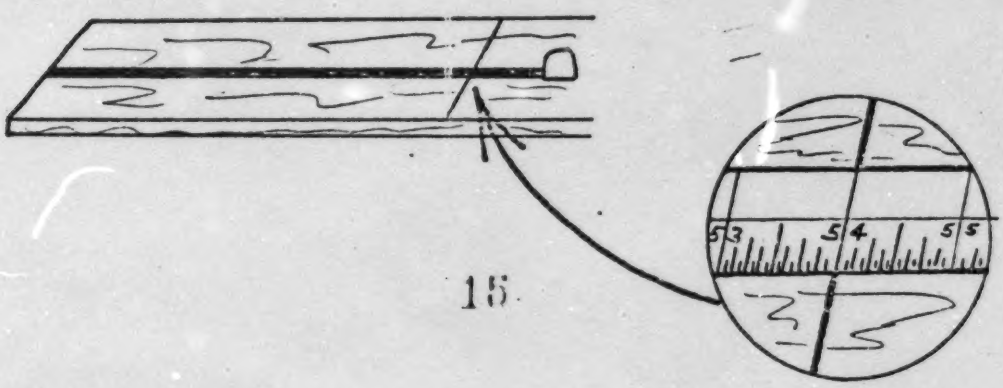


1.2 Mark cut-off line. Use pencil and try-square .

Extend line with steel rule

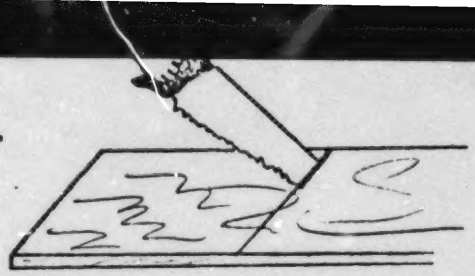


1.3 Check line for correct length.

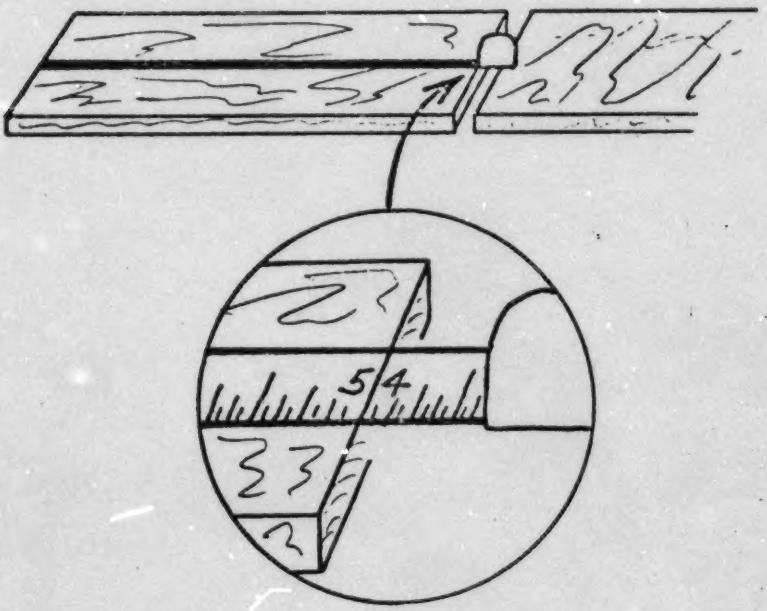


1.4 Cut on the line.
Use a crosscut saw.

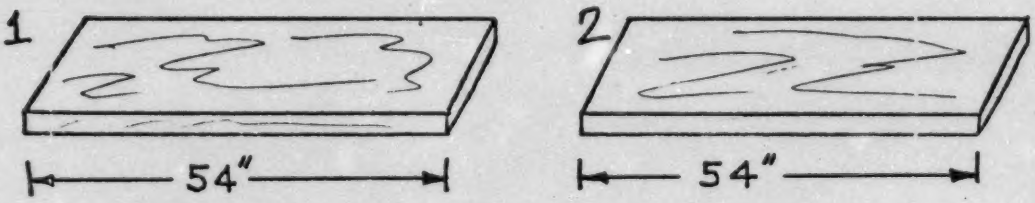
(or sabre saw if teacher O.K.'s)



1.5 Check length of good piece cut.



1.6 Repeat steps 1.1 — 1.5.
Make another side piece.
You need 2 side pieces altogether.



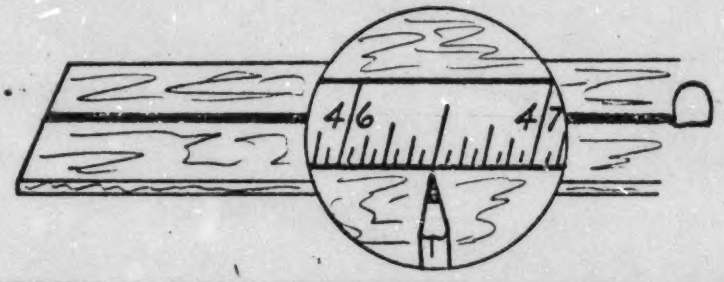
LEARNING - SHELF STUDENT INSTRUCTIONS

MODULE 2

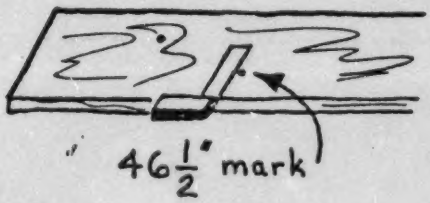
Layout and Cutting of Shelves

Step #

2.1 Measure one piece of 1 × 12 lumber to $46\frac{1}{2}$" in length.

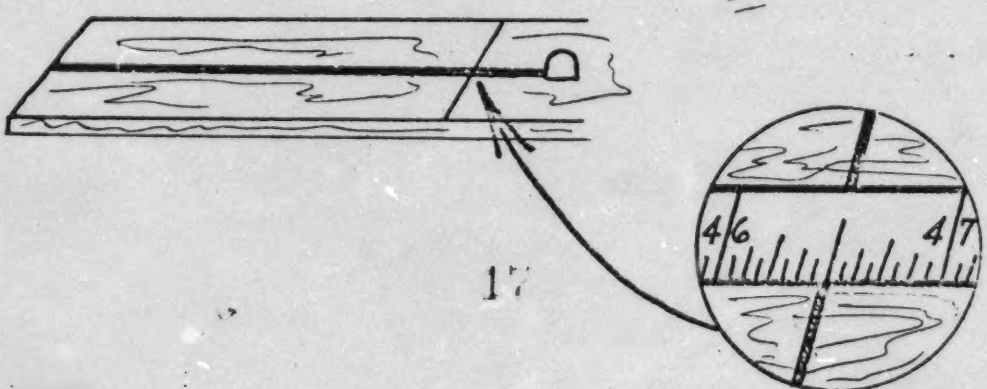


2.2 Mark cut-off line. Use pencil and try-square.



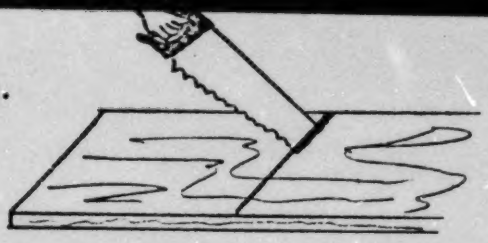
Extend line with steel rule.

2.3 Check line for correct length.

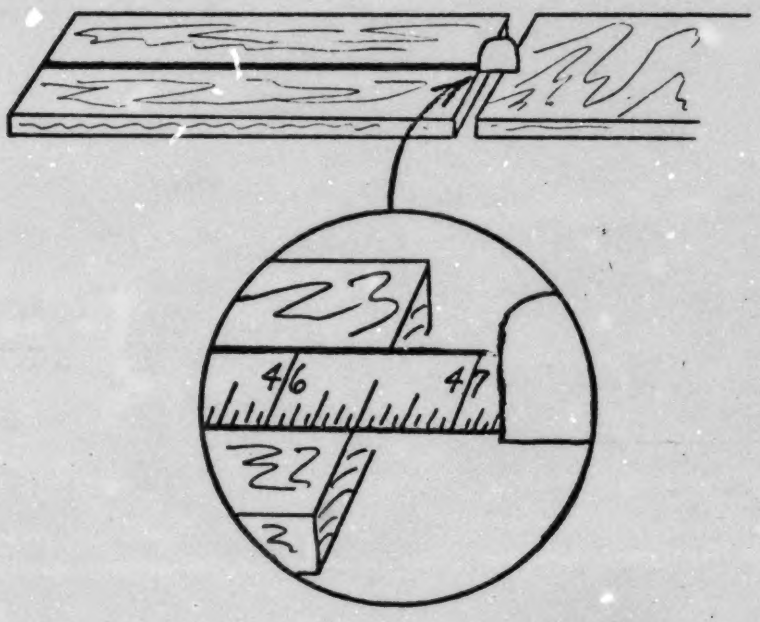


2.4 Cut on the line.
Use a crosscut saw.

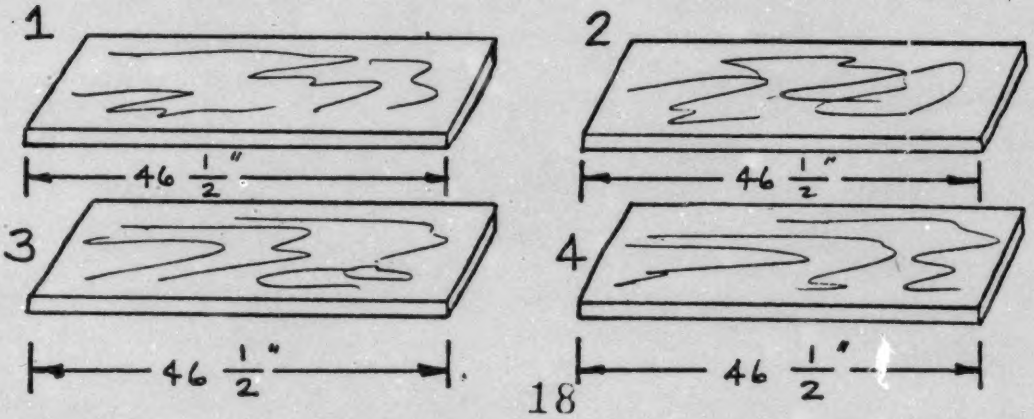
(or sabre saw if teacher O.K.'s)



2.5 Check length of good piece cut.



2.6 Repeat steps 2.1 – 2.5.
Make 3 more shelf pieces.
You need 4 shelf pieces altogether.

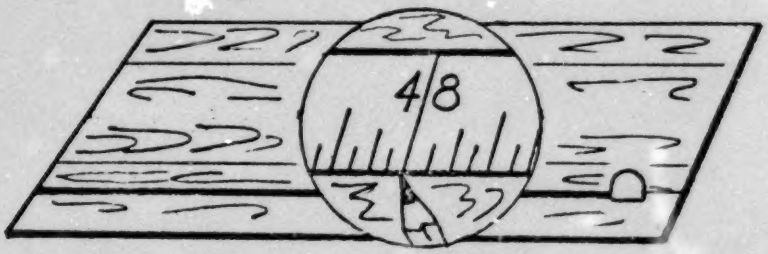


MODULE 3

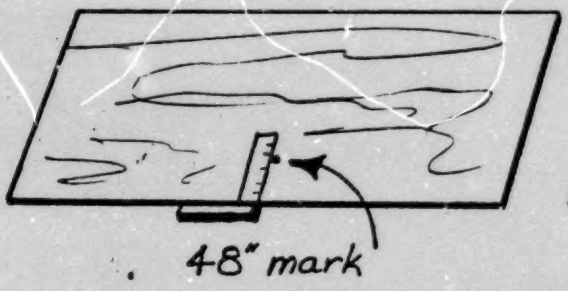
Layout and Cutting of Back

Step # _____

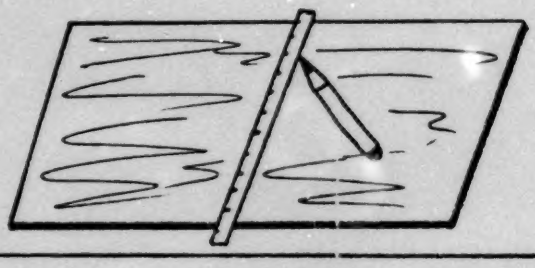
3.1 Measure plywood or panelling (already 48" wide) to ____ " wide) 48" in length.



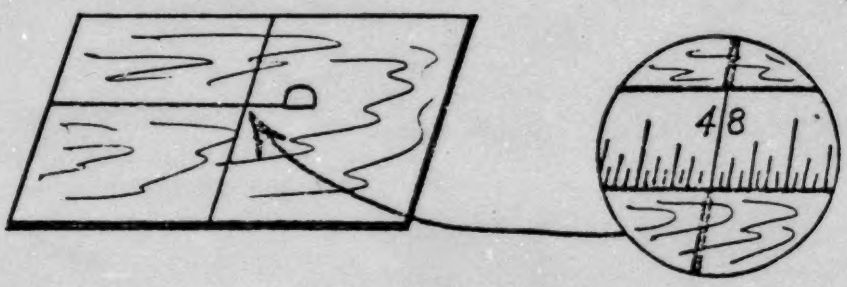
3.2 Mark cut-off line. Use pencil and try-square .



Extend line with steel rule.

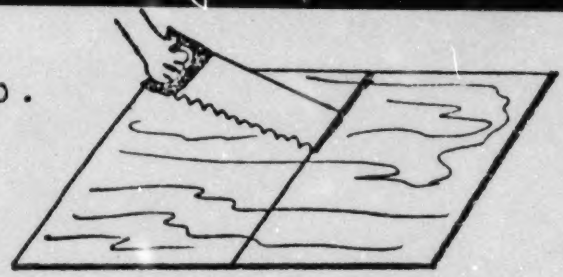


3.3 Check line for correct length.

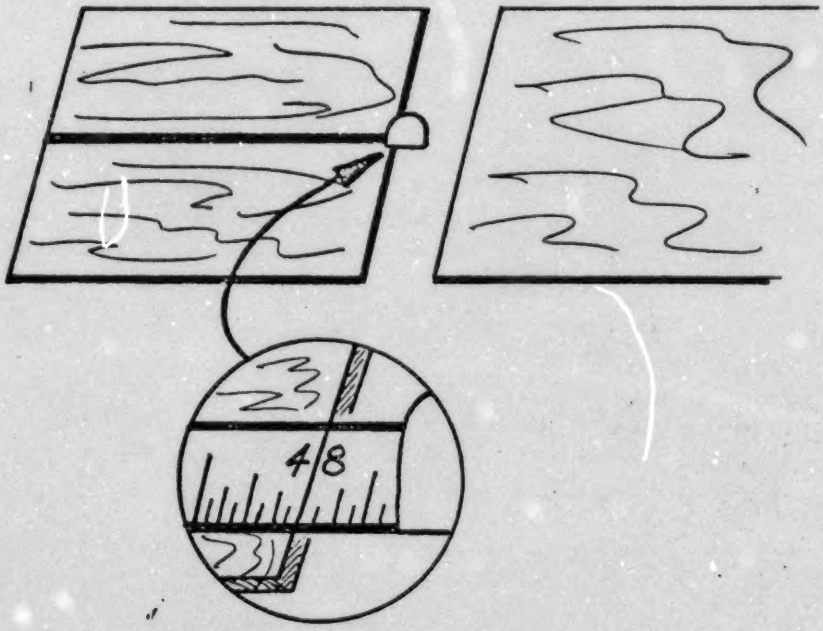


3.4 Cut on the line.
Use a crosscut saw.

(or sabre saw if
teacher O.K.'s)



3.5 Check length of good piece cut.



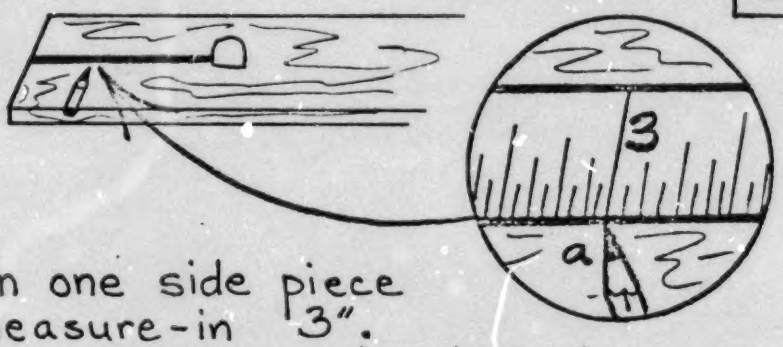
You need only 1 back piece.

MODULE 4

Layout of Assembly Lines for side pieces

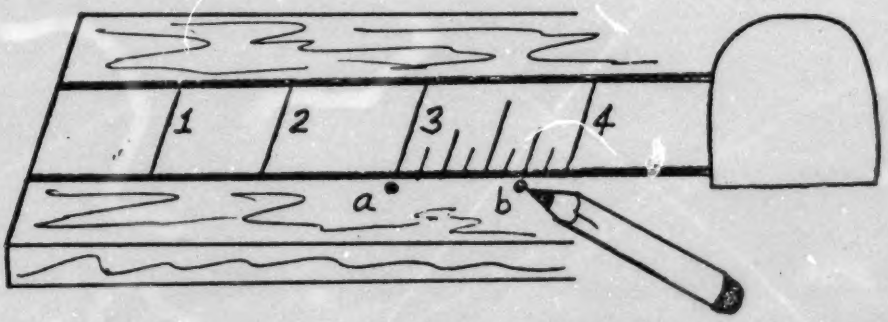
Step #_____

4.1

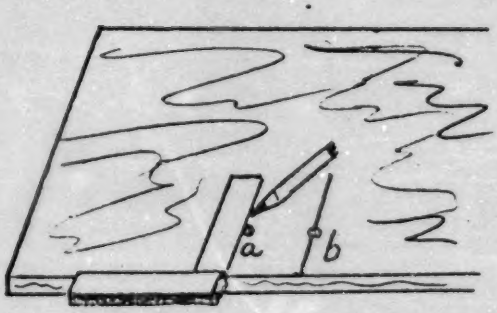


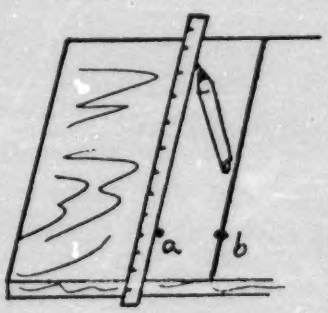
On one side piece measure-in 3". Mark with pencil. Label mark "a".

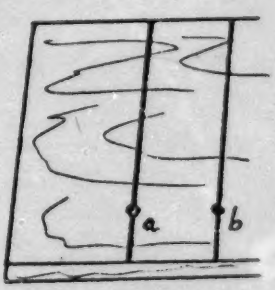
4.2 Measure from same end $3\frac{3}{4}$". Mark with pencil. Label mark "b".



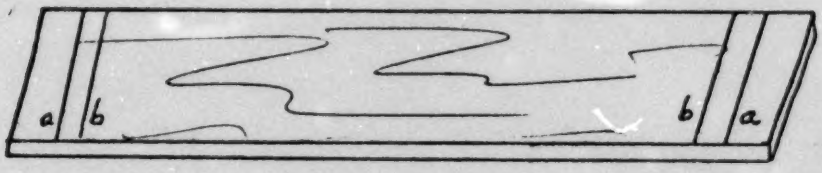
4.3 Use try-square. Draw lines through marks "a" and "b".



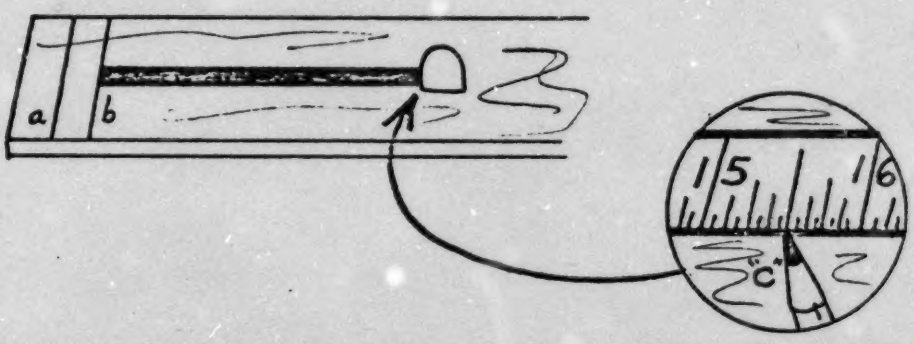




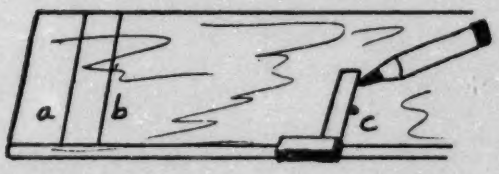
4.4 Repeat steps 4.1 – 4.3 on other end of the board.

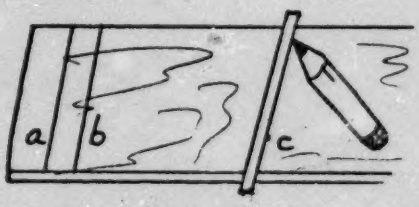


4.5 Measure $15\frac{1}{2}$" toward center of board from line "b" and make a mark "c".

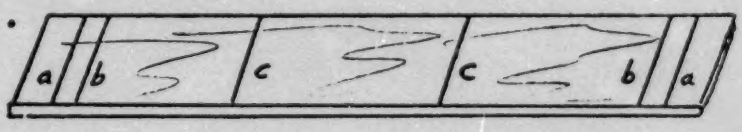


4.6 Use try-square. Draw line through mark "c". Extend line with steel rule.





4.7 Repeat steps 4.5 and 4.6 on other end of the board.



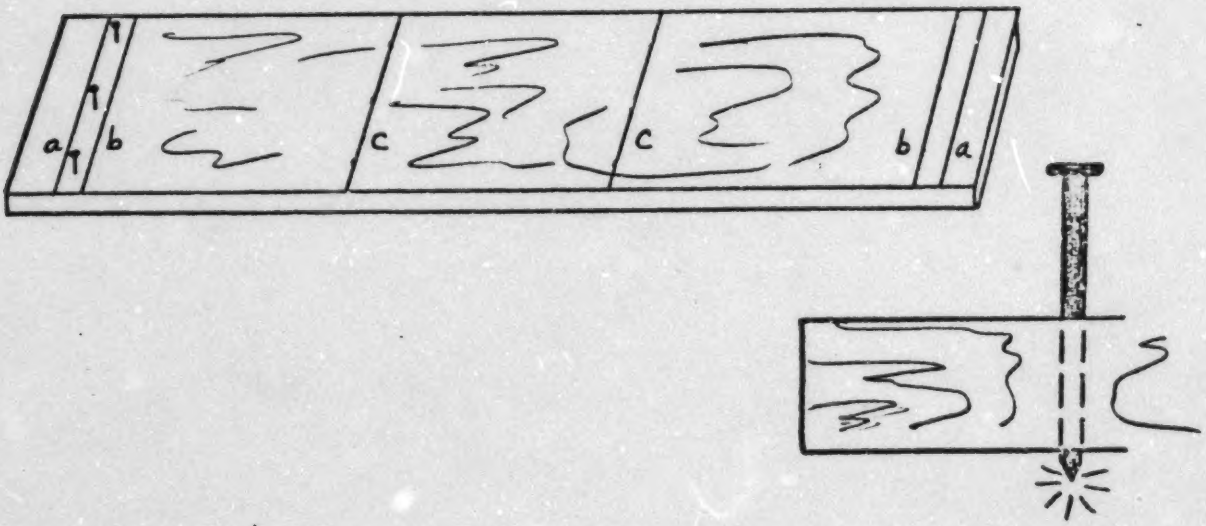
4.8 Repeat steps 4.1 – 4.7 on second side piece.

1 2 22

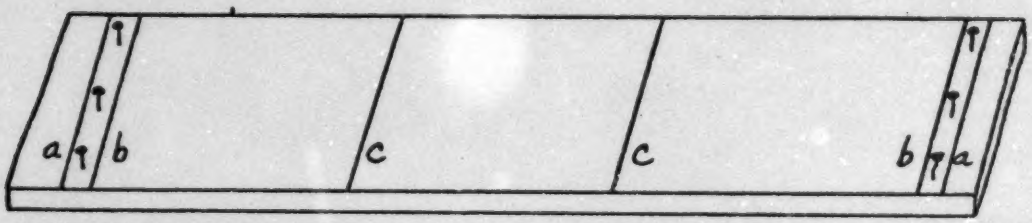
Step # _____

MODULE 5
Assembly of Shelves and Sides

5.1 Drive 6 penny (6 d) nails between lines "a" and "b". on one end of one side piece.
Tips of nails should just stick out.

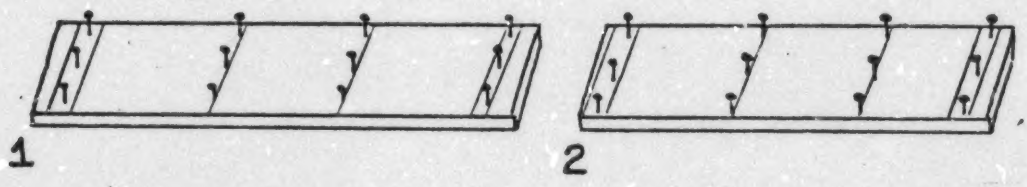


5.2 Drive nails between lines "a" and "b" on other end of the same side piece.

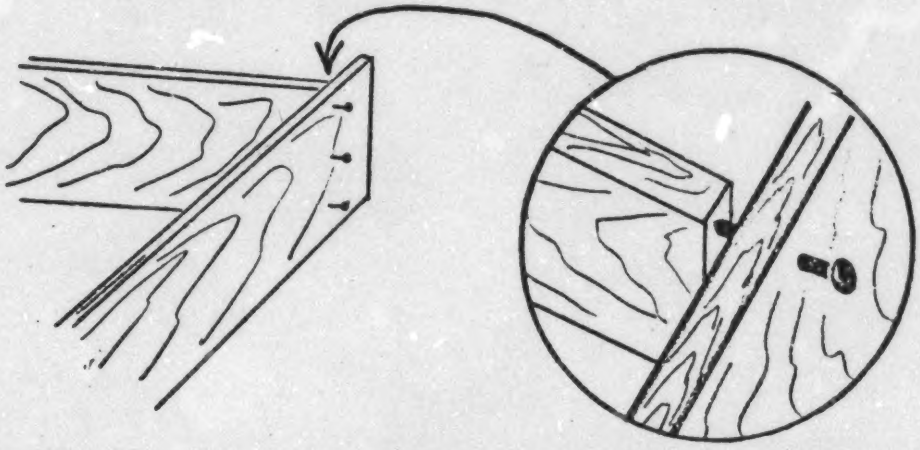


5.3 Drive nails on both lines "c".

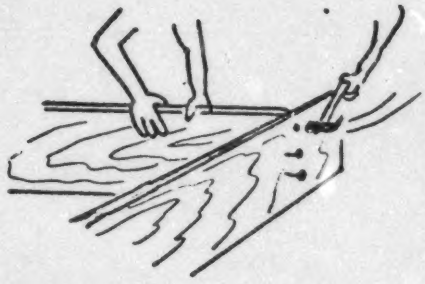
5.4 Repeat steps 5.1-5.3 on other side piece.



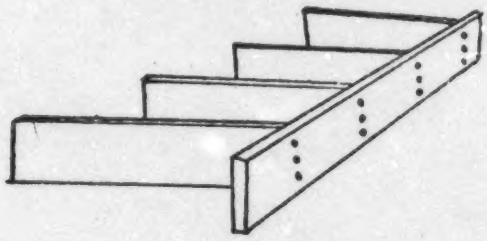
5.5 Get help from a friend. Lay parts on edge on the floor. Line-up shelf with side piece.



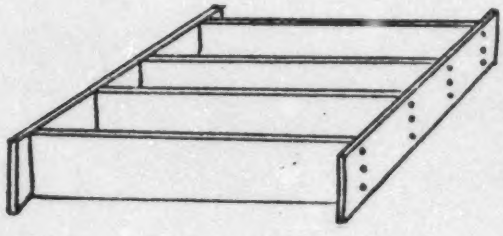
5.6 Have your friend hold the parts still. You nail the side to the shelf.



5.7 Nail all shelves to one side piece.



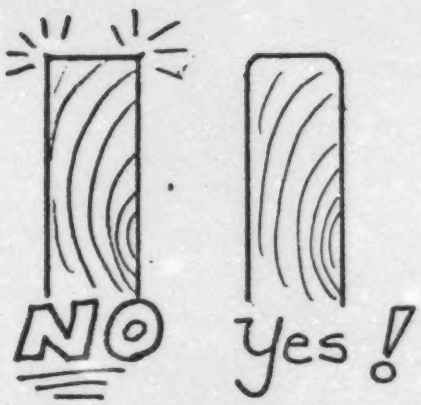
5.8 Nail the other side to the shelves.



Step # _____

MODULE 6
Rounding of Sharp Edges

6.1 Remove sharp edges on wood.
Sand edges round.
Use abrasive paper.



MODULE 7

Finishing the Side - shelf sub-unit

Step # _____

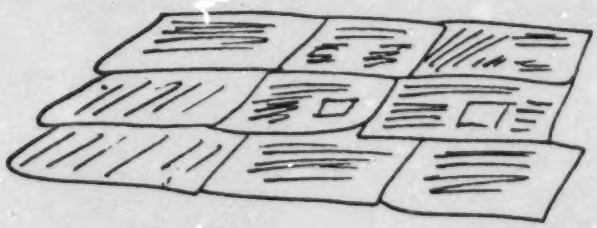
7.1 Select good spot to paint your shelf.

- Good ventilation

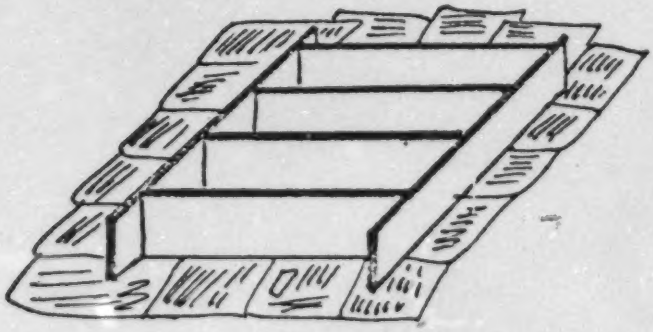
- Away from others

- No dust

7.2 Cover floor with newspapers.



7.3 Place side-shelf sub-unit on its back. Place on newspapers.



Good side of shelves - UP.

7.4 Read directions for finishing material (paint).

Put on finish. Follow directions

7.5 Let dry.

Do not touch.

Drying time on can of finish.

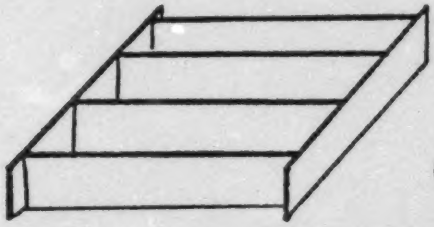
MODULE 8

Attach back to side-shelf sub-unit

Step # _____

8.1 Finish must be dry.

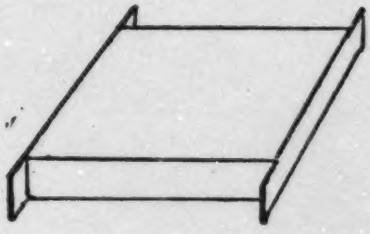
Place face-down on floor.



Good side down.

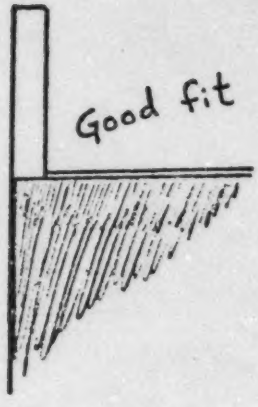
8.2 Lay back on side-shelf sub-unit.

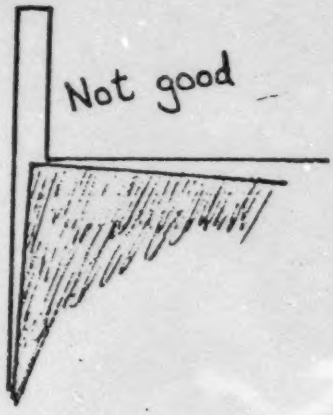
Lay back with good side down.



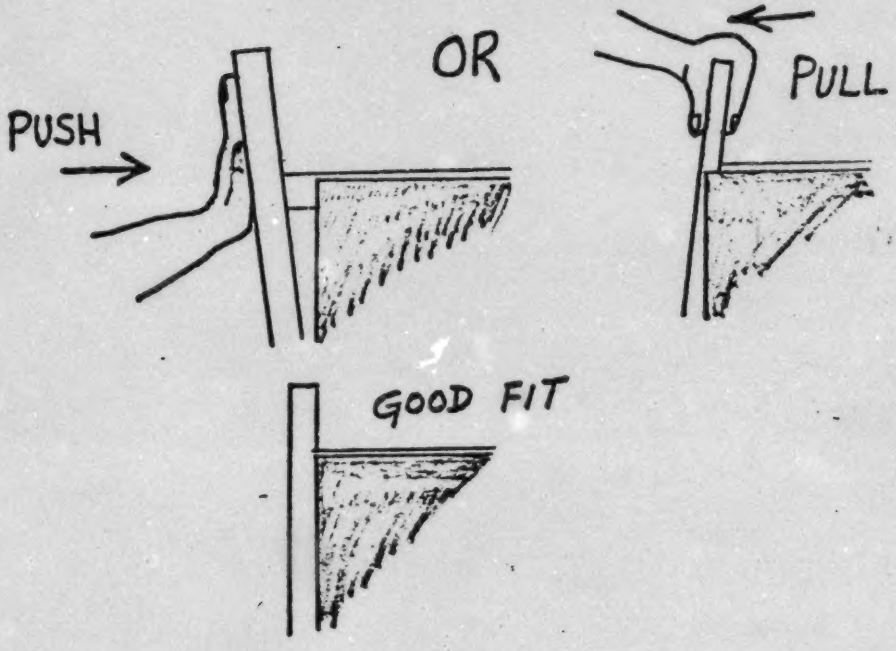
8.3 Check and see if back fits.

If yes, go to 8.4 , if not read on.

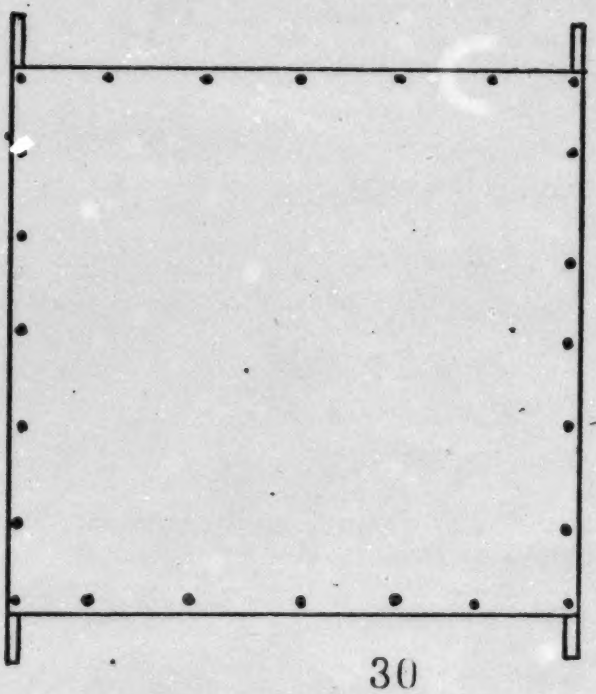




8.3 continued



8.4 Nail back to side–shelf sub-unit.
Use 3 penny (3d) nails.
Follow drawing below.



LEARNING - SHELF

POSSIBLE SUPPORT MATERIALS

*Please note: The educational materials listed below are offered as possible support materials to be used in supplementing this unit, and may not correlate with your students' comprehension ability. Therefore, please preview materials to determine their suitability before using with your students.

PRINTED MATERIALS

Classroom Units:

"Cabinet Maker", Loom Pack - Intermediate Grade Level (I-8) C.E.C.

"Carpentry", Carpenter's Assistant I - Orange County Career Development Program, Ages 14-19 (I-17) C.E.C.

"Carpentry", Carpenter's Assistant II - Orange County Career Development Program, Ages 14-19 (I-28) C.E.C.

Supplementary Reading Materials:

"Furniture Maker", Real People At Work, (I-47) C.E.C.

"Furniture Making As A Career", Job Scene pamphlet (R-7) C.E.C.

"How To Get A Job", Job Scene pamphlet (R-8) C.E.C.

"You're Hired", Job Scene pamphlet (R-8) C.E.C.

"What To Do and What Not To Do To Make Life Easier for Yourself at Work", (R-12) [for instructor] Teacher's Prof. Lib.

AUDIO-VISUAL MATERIALS

Films:

"The Kingdon of Could Be You: Manufacturing", 16mm - 6 minutes	Big Spgs Film Lib
"The Kingdon of Could Be You (Introduction)", 16mm - 5 minutes	Big Spgs Film Lib
"People Who Work in Factories", 16mm - 11 minutes	Big Spgs Film Lib

Filmstrips with Cassettes:

"Job Attitudes: A Job That Goes Someplace", (AV-34)	C.E.C.
"Job Attitudes: Liking Your Job and Your Life", (AV-34)	C.E.C.
"Jobs and Gender", (AV-35)	C.E.C.
"Job Hunting: Where To Begin", (AV-32)	C.E.C.
"Job Attitudes: Why Work At All", (AV-33)	C.E.C.
"Job Attitudes: Trouble at Work", (AV-33)	C.E.C.
"What Should You Know Before You Go To Work?", (AV-33)	C.E.C.
"Your First Week On The Job", (AV-32)	C.E.C.
"The Changing Work Ethics" (AV-32)	C.E.C.
"Your Job Interview: (AV-33)	C.E.C.
"Jobs for High School Students" (AV-38)	C.E.C.

Transparencies and Spirit Masters:

"Preparing For Interviews", (OM-1)	C.E.C.
"How To Get A Job", (OM-1)	C.E.C.

Games:

"Employment Interview Game", (OM-1)	C.E.C.

LEARNING - SHELF

SPELLING - VOCABULARY LIST

(Please note: Only terms particular to this project have been defined. The use of any words contained in the list below, and their definitions, should be determined by the ability of the students participating.)

1. Abrasive paper - a paper or fabric on which is adhered a natural or man-made abrasive grit.
2. Edge
3. End
4. Face down
5. Face up
6. Finish (verb and noun) - (verb) to apply a protective and/or decorative coating to a material.
   (noun) a compound used to coat a material to protect and/or beautify it. (e.g. paint, varnish, lacquer, enamel, wax, oil finish, etc.)
7. Handsaw - a saw used to cut materials which powered by human hand and arm motion.
8. Layout - the process of marking lines on a material; the lines to serve as a guide for cutting, drilling, etc. or assembly of parts.
9. Lumber - any material, such as boards, planks, or beams cut from timber to a size and form suitable for marketing.
10. Mark (verb and noun)
11. Measure
12. Panelling - plywood (or hardboard) with a decorative design on one face.
13. Parallel
14. Perpendicular
15. Plywood - a material made from the lamination of thin layers of wood, the grain of each layer at right angles to the grain of an adjacent layer.
16. Safety glasses - an eye safety device which resembles prescription eyeglasses but is not meant to replace eyeglasses, and cannot be worn over eyeglasses.

17. Safety goggles - an eye safety device which can be worn over eyeglasses.

18. Square (verb) - the process of making the end, edge, or face of a material perpendicular (at right andles) to its adjacent side.
(noun) - a shape having four sides of even length, each side at right angles to the next side.

19. Sub-unit - a part of a total unit having, itself, been produced through the assembly of two or more parts.

20. Try-square - an "L -shaped" tool, used for measuring, laying out, and for checking right angles. It has a metal blade which can be used as a straightedge to check surfaces for flatness.

21. Ventilation

LEARNING - SHELF

CORRELATION: PROJECT/CURRICULUM SKILLS

Every attempt should be made to correlate this project with the academic skills and knowledges presented during other classroom instruction.

1. Math:
   a. Measurement
   b. Fractions (used in measurement)
   c. Geometric shapes (square)
   d. Angles (square angle)
   e. Basic math skills (calculating cost-profit, (counting) determining total length from sub-measurements)
   f.
   g.

2. Language Arts:
   a. Spelling (from list of terms provided)
   b. Vocabulary development (see list)
   c. Reading (able to read written instructions)
   d. Communication skills (forming questions in a manner understandable to listener)
   e.

3. Science:
   a. Cellular structure of wood
   b. Friction (holding strength and ability of nails)
   c. Evaporation (drying of finish)
   d.
   e.

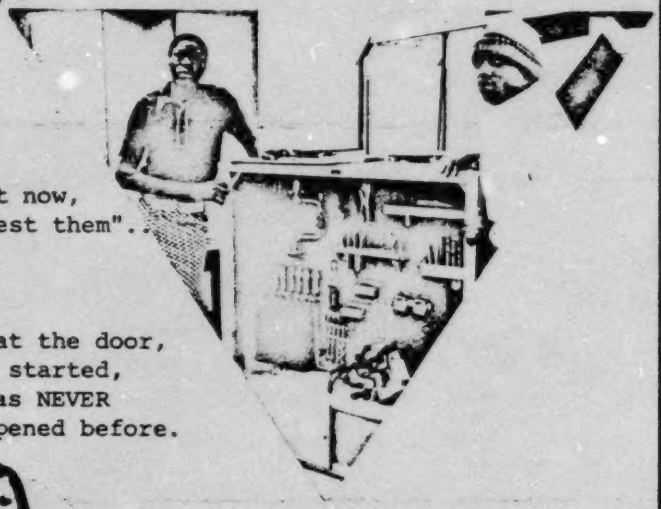
4. Social Studies:
   a. Economics (cost of materials to produce bookshelf)
   b. Profit motive in society (purpose of producing bookshelf)
   c. Interdependence in society (rely upon others for materials, tools, etc.)
   d. Specialization of labor (other people produce lumber, tools, etc.)
   e. Group/Assemblyline
   f.

5. Health and Safety:
   a. Eye protection (wearing safety goggles)
   b. Respiratory protection (adequate ventilation during finishing)
   c. Concern for safety of others (safe use of tools and materials)
   d.
   e.

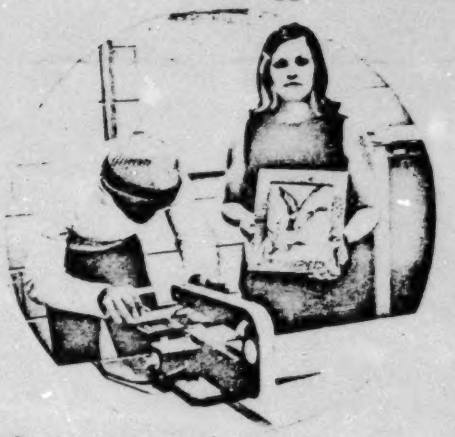
one month Follow-up on JESSE

Teacher Comments.....

..."I have better classroom management now, the students are doing something that interest them"..



...They are waiting at the door, wanting to get started, this has NEVER happened before.



...."I had never touched tools like this before, it seems so easy now".....

....."We've sold four book cases and have orders for two more".....